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ABSTRACT

Today's social and demographic changes demand that elementary and secondary education incorporate social skills and affective education in the curriculum. One way for this to be accomplished is through an interdisciplinary approach. Numerous curriculum resources which use an interdisciplinary approach and address affective skills are available for the classroom teacher. Spencer Kagan's "Cooperative Learning" provides a variety of activities that can be integrated into the curriculum to develop social skills. The North Carolina Department of Public Instruction has developed an interdisciplinary Alcohol and Drug Prevention curriculum for elementary and secondary level education. Michelle Borba's "Esteem Builders" was developed for the purpose of improving achievement, behavior, and school climate, or overall self-esteem. Designed for K-8, it provides activities that can be used in conjunction with various subject areas. The program has over 250 theory-based and field-tested esteem building activities cross-correlated to all subject areas and grade levels. S. V. Andrews' book, "Teaching Kids to Care: Exploring Values through Literature and Inquiry," discusses how values were taught in education in the past, how they are currently being taught, and how teachers can use children's literature to teach values. Appendixes contain sample pages from "Alcohol and Other Drugs: Interdisciplinary Curriculum. Grades K-5, 6-8, 9-12" (North Carolina Department of Public Instruction: Alcohol and Drug Defense Program, 1991), and from Borba's "Esteem Builders" (B. L. Winch & Associates/Jalmar Press, 1989). (JB)

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Including Affective and Social Education in the Integrated Curriculum

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A chapter in the book *Cooperative Learning* (1992) by Spencer Kagan identifies the increasing need for incorporating social skills and affective education in the curriculum. The chapter reviews changes in demographics such as the increasingly diverse student population. It cites changes in social structures of the family and of the community. It also describes economic changes and the need for a workforce with the social and affective skills to be successful in today's workplace. The chapter makes the point that today's children demand different strategies and a different curriculum if they are to become productive citizens. Lewis, Schaps, and Watson (1995) write that the education of children in this country has vacillated between providing for intellectual pursuits and concern for the social adjustment of the students. They posit that it is time to move beyond this back and forth way and "attend simultaneously to children's intellectual, social, and ethical development" (p. 547).

Likewise teachers and other educators consistently report that students today are different from the previous generation. Many come to school with habits and attitudes that detract from the traditional work in the classroom. Values are different; many do not come to school with the respect, caring, helpfulness, or cooperation as did students in the past. Students come with self-esteem problems and lack skills for coping with the stresses in their lives. These stresses include the violent behaviors seen in the home, media, and community and the drug and alcohol problems observed in their families or in their own lives. Another challenge is learning to deal with authority at home and in school. "Increasingly disturbing drop-out rates, the number of children who choose to attend school only occasionally, the decline in standardized test scores, obvious differences in achievement between white and minority students, and debilitating financial concerns lead to the belief that "schooling" is not as effective as it could or should be" (North Carolina Department of Public Instruction: Alcohol and Drug Defense Program, 1991, p. 1).

When encouraged to consider the affective and social development of students, teachers respond that these are important issues but that there is no time. A common complaint of many is that the school curriculum is already too crowded with cognitive skills and content. Others say affective and social concerns are the responsibility of the counselor not the classroom teacher. But many schools do not have counselors or the counselors serve so many students that they can't possibly offer the needed affective curriculum.

How can teachers incorporate these into the already crowded curriculum? One way is to consider the interdisciplinary approach. Numerous curriculum resources which use an interdisciplinary approach and address affective skills are available for the classroom teacher. Kagan's book provides the teacher with a variety of activities that can be integrated into the curriculum to develop social skills. Several topics for which activities have been written include noise levels, the shy student, the rejected student, and interpersonal conflict. Each activity is described and resources noted.

Another example of an integrated curriculum is the Alcohol and Drug Prevention curriculum developed for grades K-5, 6-8, and 9-12 by the North Carolina Department of Public Instruction (NCSDPI). The foreword to this program states,

> This interdisciplinary curriculum recognizes that certain skills are so important that the best way to develop them is through practice in a variety of learning situations and in as many disciplines as possible. The curriculum also reflects our awareness that learning takes place in the context of the family and the community as well as the school (n.p.).

The curriculum guide states that an interdisciplinary curriculum is "one way educators have responded to meet the needs of the current generation of students"(p. 2).

The results of interdisciplinary efforts are impressive. The following characteristics of classrooms involved in interdisciplinary education have emerged:

- high interest and motivation of students and teachers
- high level of self esteem of students and teachers

- increased attendance
- increased community involvement
- greater participation of students in classroom activities
- extensive use of a variety of teaching and learning strategies
- acceptance of student responsibility for learning
- more time on task and effective use of time
- better attitudes towards learning and school
- greater interaction and cooperation among students
- development of peer teaching techniques
- more cooperation and collegiality among participating teachers
- emphasis on the process of learning as well as knowledge acquisition
- practice of higher order thinking skills
- development of lifelong learning skills such as self-responsibility and self-direction, independent study, research, and time management skills
- greater involvement of students in the learning process as they are active rather than passive learners (p. 2)

An activity from each of the three levels and a page describing the features of the activity are included in Appendix A.

Another example of an interdisciplinary curriculum is Borba's *Esteem Builders* (1989) developed with the purpose of improving achievement, behavior and school climate or overall self-esteem. It is for K-8 and provides activities that can be used in conjunction with a particular subject area. The program has over 250 theory based and field-tested esteem building activities cross-correlated to all subject areas and grade levels. With this program it is possible to include self-esteem activities in the curriculum currently being used. The example found in Appendix B has as the overall purpose to meet success in achieving a goal. The activity combines written language, art, and literature to meet the purpose. Activities are coded for curriculum areas and grade levels.

Andrews (1994) has written a book about how values were taught in education in the past and how they are currently being taught. Andrews suggests using children's literature as a way of teaching values in the classroom. She gives examples of activities and how the teacher might use them in the classroom. Using an historical and current evaluation approach, Ms. Andrews has identified 41 values that have been identified as those values taught a hundred years ago and in the 1990s. A current bibliography of children's literature by value is presented. Examples of values and a book about that value include:

- BRAVERY, Ringgold, F. (1992). *Aunt Harriet's underground railroad in the sky.* New York: Scholastic.
- CONSEQUENCES OF DOING RIGHT/WRONG, de la Mare, W. (1992). *The turnip.* Boston: David R. Godine.
- COURTESY/MANNERS, Joslin, S. (1958). *What do you say, dear?* New York: Young Scott Books
- GENDER ROLE EQUITY, Ackerman, K. (1992). *When Mama retires.* New York: Knopf.
- HONESTY, Bauer, M. (1986). *On my honor.* New York: Clarion.
- KINDNESS, McPhail, D. (1990). *Lost.* Boston: Little, Brown.
- PEACEMAKING, Bunting, E. (1992). *The wall.* New York: Clarion.
- TEAMWORK, Carris, J. (1982). *When the boys ran the house.* New York: Lippincott.
- WORK ETHIC, Taha, K. (1986). *A gift for Tia Rosa.* Minneapolis, MN: Dillon Press.

While teachers may find it a challenge to incorporate affective and social education in the curriculum, it seems that it is a must given the current social needs of students. This paper has briefly identified a few of the resources which may be of use to teachers. It is hoped that counselors, psychologists, and other support personnel will be able to collaborate to support the efforts of the classroom teachers.

APPENDIX A

Examples of Activities from the *Alcohol and other drugs: Interdisciplinary curriculum.* See following pages

- Guide to use the lesson pages
- Activity from the Grades K-5
- Activity from the Grades 6-8
- Activity from the Grades 9-12

North Carolina Department of Public Instruction: Alcohol and Drug Defense Program. (1991). *Alcohol and other drugs: Interdisciplinary curriculum. Grades K-5, 6-8, 9-12.* Raleigh, NC. Used with permission from NCDPI: Alcohol and Drug Defense Program.

References

Andrews, S.V. (1994). *Teaching kids to care: Exploring values through literature and inquiry.* Bloomington, IN: EDINFO Press.

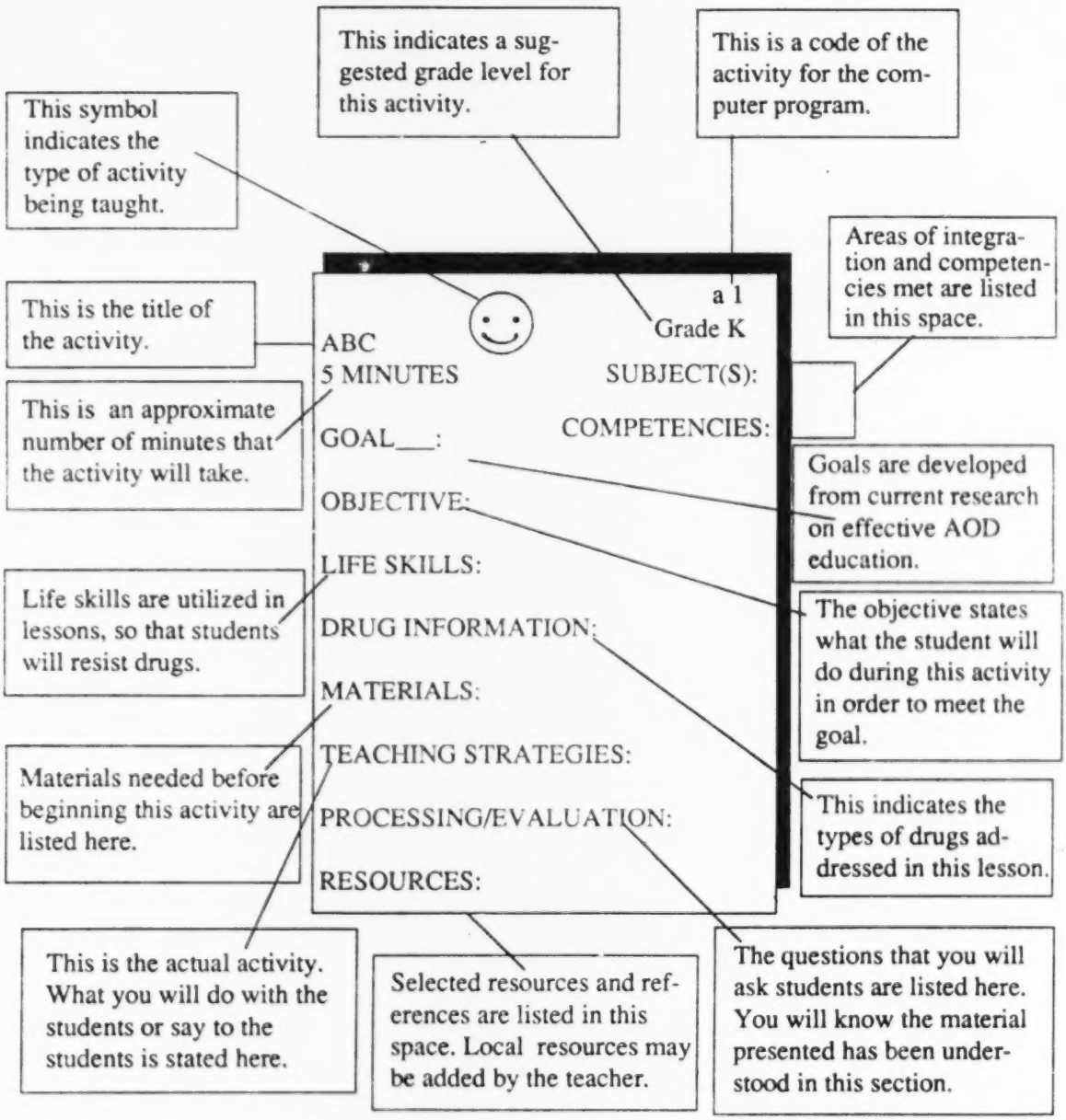
Borba, M. (1989). *Esteem builders: A K-8 curriculum for improving student achievement, behavior, and school climate.* Rolling Hills Estates, CA: Jalmar Press.

Kagan, S. (1992). *Cooperative learning.* San Juan Capistrano, CA: Kagan Cooperative Learning.

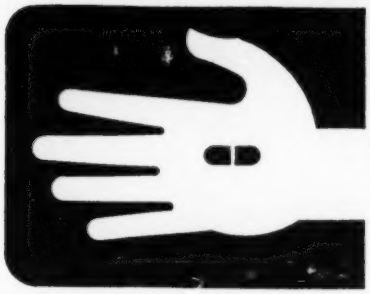
Lewis, C.C., Schaps, E., & Watson, M. (1995). Beyond the pendulum: Creating challenging and caring schools. *Kappan, 76,* 547-554.

North Carolina Department of Public Instruction: Alcohol and Drug Defense Program. (1991). *Alcohol and other drugs: Interdisciplinary curriculum. Grades K-5.* Raleigh, NC.

Using the Lesson Pages


This indicates a suggested grade level for this activity.
This is a code of the activity for the computer program.
This symbol indicates the type of activity being taught.
Areas of integration and competencies met are listed in this space.
This is the title of the activity.
a 1
Grade K
ABC
5 MINUTES
SUBJECT(S):
COMPETENCIES:
This is an approximate number of minutes that the activity will take.
GOAL___:
Goals are developed from current research on effective AOD education.
OBJECTIVE:
The objective states what the student will do during this activity in order to meet the goal.
LIFE SKILLS:
Life skills are utilized in lessons, so that students will resist drugs.
DRUG INFORMATION:
This indicates the types of drugs addressed in this lesson.
MATERIALS:
Materials needed before beginning this activity are listed here.
TEACHING STRATEGIES:
PROCESSING/EVALUATION:
RESOURCES:
This is the actual activity. What you will do with the students or say to the students is stated here.
Selected resources and references are listed in this space. Local resources may be added by the teacher.
The questions that you will ask students are listed here. You will know the material presented has been understood in this section.

North Carolina Department of Public Instruction: Alcohol and Drug Defense Program. (1991). *Alcohol and other drugs: Interdisciplinary curriculum. Grades K-5.* Raleigh, NC. Used with permission from NCDPI: Alcohol and Drug Defense Program.



Grade 2

SUBJECT(S): communication skills, health, math, safety, science, social studies

CONSTRUCT HEALTH SURVEY
25 MINUTES

COMPETENCIES: csw 1.2, csw 6.2, csw 9.5, m 7.3, sci 1.1c, sci 1.4, se 2.2, he 2.1, he 3.1, sss 2.2

GOAL 1: Obtain & utilize information & make positive decisions about A.O.D.
GOAL 4: Develop personal/social skills useful in resisting A.O.D. use

OBJECTIVE: Students will develop sampling instruments.

LIFE SKILLS: communication, decision making, knowledge

DRUG INFORMATION: any or all

MATERIALS: Paper, pencils

TEACHING STRATEGIES:
1. Prepare a survey of "healthy" and "unhealthy" behaviors and substances for their family.
2. When surveys returned, tally on a large chart in the classroom.

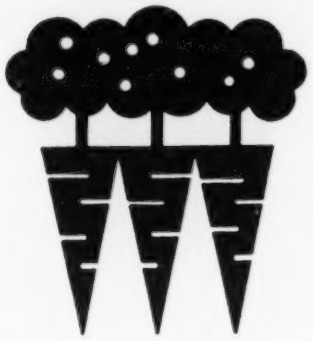
Circle each item H for healthy or U for unhealthy

alcohol	U	H
broccoli	U	H
cigarettes	U	H
corn	U	H
exercise	U	H

PROCESSING/EVALUATION:
1. Which items did everyone agree were healthy?
2. Which items did everyone agree were unhealthy?
3. Are there items that are healthy and unhealthy?

RESOURCES:
None

North Carolina Department of Public Instruction: Alcohol and Drug Defense Program. (1991). *Alcohol and other drugs: Interdisciplinary curriculum. Grades 6-8.* Raleigh, NC. Used with permission from NCDPI: Alcohol and Drug Defense Program.



GRADE: 7

SUBJECT(S): communication skills, guidance, health education, math, science

COMPETENCIES: csl 1.1, csl 1.2, csl 1.2, csl 2.2, csl 3.3, csl 3.4, csl 3.5, csl, 3.6, csl 3.7, csl 3.8, csl 4.1, csl 4.2, css 1.1, css 3.1, css 4.3, css 4.4, g 2.3, g 2.4, g 2.5, g 3.1, g 3.2, g 3.3, g 3.4, he 1.1, he 1.2, he 1.3, he 3.1, he 3.2, he 3.3, m 1.2, m 1.5, m 1.7, m 5.3, s 1.3, s 1.5, s 1.6, s 3.1

CAFFEINE AND ME
40 MINUTES

GOAL 1: Obtain and utilize information and make positive decisions about AOD.

OBJECTIVE: Students will become aware of life style factors that relate to chronic or other illnesses.

LIFE SKILLS: decision making/problem solving skills, self awareness, attitudes and beliefs

DRUG INFORMATION: any/all

MATERIALS: textbook, substance abuse guide, resource materials, watch with second hand, high caffeine drink, sugar, water

SUGGESTIONS FOR USE: classroom

TEACHING STRATEGIES:

1. Review foods and beverages containing stimulants (caffeine).
2. Ask students to keep a diary of everything they drink for one week and record how they feel at the beginning and end of each day.
3. Ask students to avoid drinking or anything with caffeine this week.
4. Look for feelings or behaviors that might indicate addiction based on the diary.
5. Organize students in teams of three.
6. Ask one team member to drink a high caffeine drink, another to drink one with sugar but no caffeine, and the other to be the control by drinking only water.
7. Check pulse and/or respiratory rate at 3 to 5 minute intervals.
8. Analyze results using ratio, proportion, and percent.

CAFFEINE AND ME

PROCESSING/EVALUATION

1. What physical symptoms occur when caffeine is consumed?
2. List foods that contain caffeine.
3. Write a paragraph describing your own consumption of caffeine and the effect when you removed caffeine from your diet.
4. What did you learn that surprised you?
5. Keep records of this experiment in your portfolio.

North Carolina Department of Public Instruction: Alcohol and Drug Defense Program. (1991). *Alcohol and other drugs: Interdisciplinary curriculum. Grades 9--12.* Raleigh, NC. Used with permission from NCDPI: Alcohol and Drug Defense Program.

GRADE: 11

SUBJECT(S): communication skills, guidance, health education

COMPETENCIES:csrl 4.1, csrl 5.1, hecsa 1.1, hecsa 1.2, hecsa 1.3, g 1.1, g 2.1, g 2.2, g 4.1

WHAT'S A PORTER, ANYWAY?
40 MINUTES

GOAL: 1. Obtain and utilize information and make positive decisions about AOD.

OBJECTIVE: Students will analyze a literary character whose life was affected by drugs or alcohol.

LIFE SKILLS: decision making/problem solving skills, self awareness.

DRUG INFORMATION: any/all

MATERIALS: copies of "The Porter scene from Macbeth," library resources, ADD Bulletins

SUGGESTIONS FOR USE: classroom

TEACHING STRATEGIES:

1. Discuss the effects of alcohol from all perspectives: physical, psychological, social.
2. Identify the self-concept, socio-economic situation and physical condition of the porter. Back up opinions with specific words or phrases in the text of the porter scene.
3. Re-enact the porter scene as written.
4. Improvise the porter scene as it might have been written if the porter had not been drinking.

PROCESSING/EVALUATION:

1. What does this scene contribute to the play?
2. Improvise the scene as it might occur now -- in modern times. Where might it take place? Who might be the characters?

APPENDIX B

ACTIVITY FROM M. BORBA'S *ESTEEM BUILDERS, 1989, P. 236*

I Think I Can

For Grades K-3

Purpose: To aid students in seeing their actual goal successes. To reinforce capability of achieving a goal.

Materials: A copy of M26* I Think I Can form for each student.

You may also refer to *The Little Engine That Could*, Watty Piper (Scholastic, 1979)

Procedure: This activity is designed to help younger students focus on the success of their goal. They write (or dictate) their goal at the top of the page and then color in a car each time they achieve their goal. Encourage students to use the words "I think I can" as they try.

Curriculum Areas: Written language, art, literature.

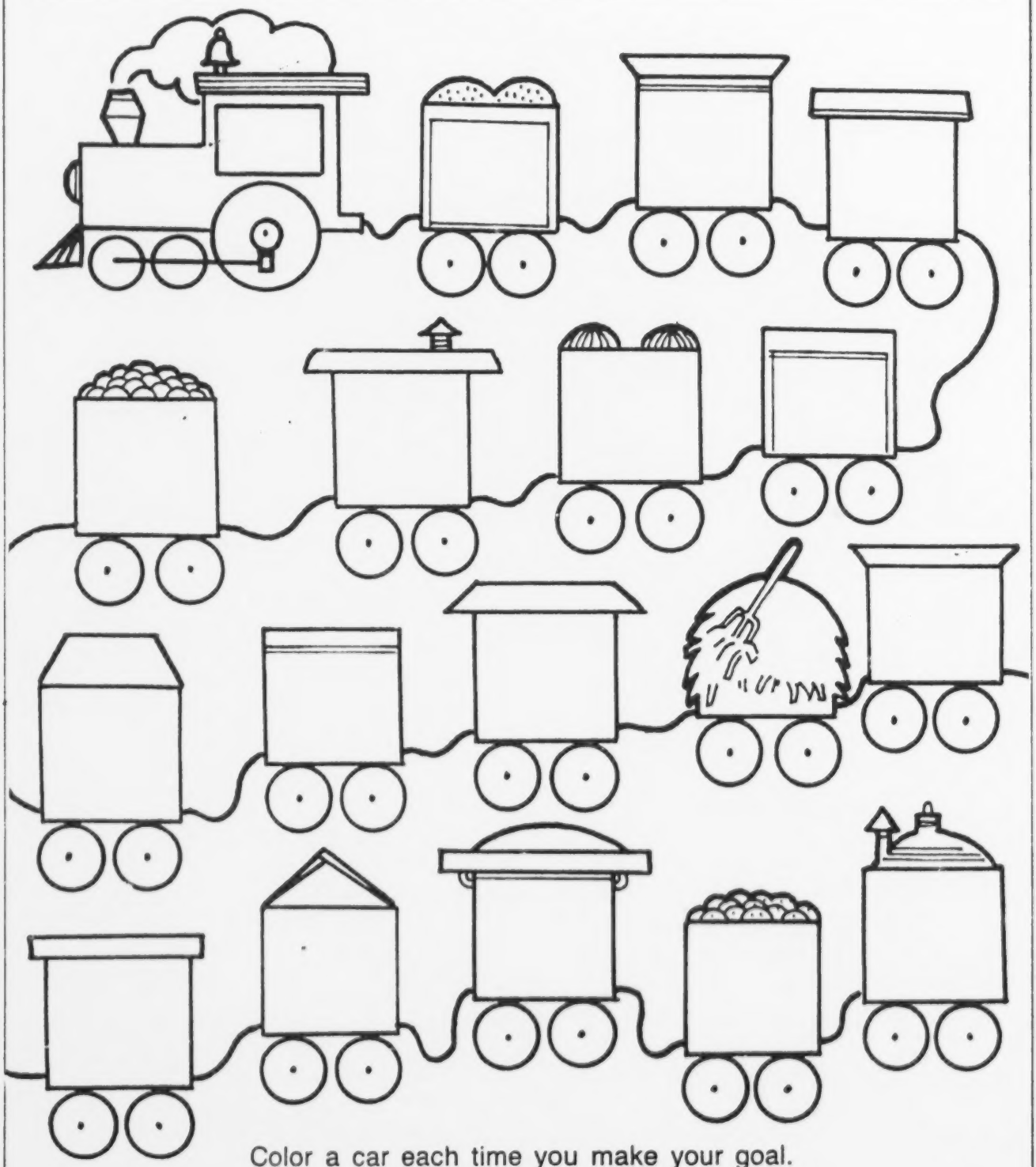
*See following page for M26 form

Reprinted from *Esteem builders: A K-8 curriculum for improving student achievement, behavior, and school climate* by Michelle Borba, 1989, B.L. Winch and Associates/Jalmar Press. Used with permission from B.L. Winch & Associates/Jalmar Press.

Name Date

I think I can _____

_____



Color a car each time you make your goal.

I Thought I Could!

15

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